
UNIT 7 OCCUPATIONAL INFORMATION

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7.1 INTRODUCTION

You have been already familiar with the term Occupational Information as one of the guidance services (Unit 6: Guidance Programme).

In an era of information explosion in the context of present scenario it is important to know about occupations of different kinds. This information service forms the core of guidance programme.

In this unit we will discuss about collection, compilation, updation and dissemination of occupational information and technicalities involved in the same. Before you go through the unit you may refer to **Wanted Advertisements** in newspapers in general, and Employment News (a weekly published by Department of Audio-Visual Publicity of Ministry of Information and Broadcasting) in particular in order to get proper insight into the unit.

7.2 OBJECTIVES

After going through this unit, you should be able to :

- explain the term Occupational Information;
- describe the need for collecting, classifying, updating and disseminating Occupational Information;
- list different sources of occupational information and different activities for dissemination of Occupational Information;

- describe different components of Occupational Information;
- compile, organise, revise and disseminate Occupational Information; and
- review Career Literature.

7.3 COLLECTING OCCUPATIONAL INFORMATION

You may be aware that in every walk of life one needs to collect information in order to carry out the tasks in a satisfying manner.

According to Maslow (1954) there are eight needs arranged in hierarchy of prepotency which motivate to work. These needs are:

1. The physiological needs
2. Safety needs
3. Need for belongingness and love
4. Need of importance, respect, self-esteem and independence
5. Need for information
6. Need for understanding
7. Need for beauty
8. Need for self-actualization

The aforesaid paradigm implies that need for information is one of the essential needs as it occupies fifth position in the hierarchy of prepotency. You are going to play a vital role in sharing information in general and occupational information in particular and others look at you always seeking assistance in this regard.

Occupational Information

The term occupational information is used to mean any and all kinds of information regarding any position, job or occupation provided that the information is potentially useful to a person who is choosing an occupation.

Occupational information includes accurate and usable information about industries, processes and training facilities to the extent that such information is related to jobs. Occupational information also includes pertinent and usable facts about occupational trends and supply of and demand for labour.

Occupational information does not include the study of abilities, aptitudes and other characteristics of individuals, workers, job seekers or students.

7.3.1 Objectives

- a) To develop a broad and realistic view of life's opportunities and problems at all levels of training.
- b) To create an awareness of the need for accurate and valid occupational, educational and personal-social information.
- c) To provide an understanding of the wide scope of educational, occupational and social activities in terms of broad categories of related activities.
- d) To assist in the mastery of techniques of obtaining and interpreting information for progressive self-directiveness.
- e) To promote attitudes and habits which will assist in making of choices and adjustments productive of personal satisfaction and effectiveness.
- f) To provide assistance in narrowing choices progressively to specific activities which are appropriate to attitudes, abilities and interests manifested and to the proximity of definite decisions.

7.3.2 Sources

Kinds of occupational information needed for career planning may be classified as quantitative and qualitative.

Quantitative information implies occupational distribution trends and employment opportunities.

Qualitative information implies nature of work performed, qualifications required, conditions of work and the returns to the worker.

Sources are basically of two types. They are primary sources and secondary sources that regulates employment.

Secondary sources are the publications that are brought out by several agencies.

Some of them are listed below:

1. Central Institute of Research and Training in Engagement Service (CIRTES), DGET, Ministry of Labour, New Delhi.
2. Association of Indian Universities (AIU), New Delhi.
3. National Council of Educational Research and Training (NCERT), New Delhi.
4. Union Public Service Commission, (UPSC), New Delhi.
5. University Grants Commission (UGC), New Delhi.
6. Directorate of Audio Visual Publicity (DAVP), New Delhi.
7. Planning Commission, New Delhi.
8. Ministries - Annual Reports.
9. Central Statistical Organisation (CSO), New Delhi.
10. Institute of Applied Manpower Research (IAMR), New Delhi.

7.3.3 Types

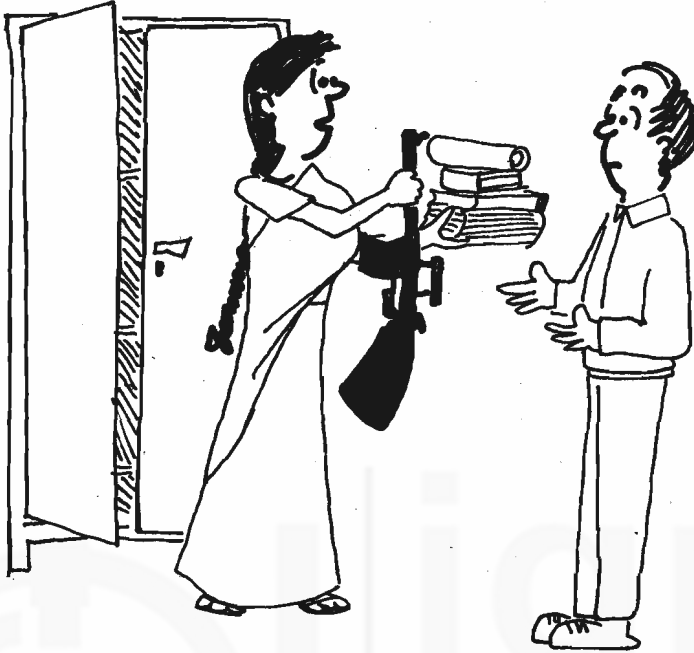
- a) **Career Fiction:** An account portrayed through the experiences of one or more fictional characters of an occupation which may encompass duties, qualifications, preparations, conditions, nature of work and advancement.
- b) **Biography:** An account of the life of a man or woman successful in a given field of endeavour portraying the problems the subject faced in preparing for and advancing in his or her career.
- c) **Occupational Monograph:** It offers extensive coverage of all phases of an occupation including details, comprehensive analysis of related occupations.
- d) **Occupational Brief:** It covers the various types of specializations in an occupational field in general terms. It is not as extensive as monograph but yet describes all job opportunities.
- e) **Occupational Abstract:** It is a concise summary of a job in an occupational area citing the duties and nature of employment in general terms. It may be in narrative or outline form.
- f) **Occupational Guide:** It presents general information about various phases of an occupation but doesn't describe any particular job.
- g) **Job Series:** It offers broad coverage of an entire occupational area giving brief accounts of all job opportunities in the field. It may be in book, manual or article form.
- h) **Business and Industrial Descriptive Literature:** It gives an account of specific industry of business and the major occupations are represented in it.
- i) **Occupational or Industrial Description:** It describes the principal opportunities of an occupation in an industry or occupations in several industries.
- j) **Recruitment Literature:** It is in the form of recruitment procedures, nature of work, financial benefits helpful to students and youth who seek employment.
- k) **Poster or Chart:** These are pictorial and schematic portrayal of occupational information in the direction of catching the attention of target groups and sustaining the same.
- l) **Article or Reprint:** An account of an occupational phase of an occupation or person performing the occupation.
- m) **Community Survey, Economic Report and Job Analysis:** It is an account of accurate, highly statistical, comprehensive report made as the result of local, national or industrial studies.

- n) **Audio-Visual Material:** These are in the form of motion pictures, still pictures, video films, audio-tapes, audio skits, video skits, etc.

7.3.4 Methods

You may employ the following methods to collect occupational information.

1. You may call on both primary and secondary sources personally to the possible extent or depute someone who is capable of doing the job.
2. You may address letters to both primary and secondary sources requesting them to procure you occupational information.



3. You may contact both primary and secondary sources on telephone and collect required information.
4. You may cull out occupational information from newspapers, periodicals, magazines, journals, etc.
5. Combination of two or three strategies indicated above may be employed for deriving better results.

Check Your Progress

- Notes : i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the block.

1. State whether the following statements are true or false.
 - i) Occupational Information includes the study of abilities, aptitudes and other characteristics of individual workers, job seekers or students. (T/F)
 - ii) Occupational Information includes pertinent and usable facts about occupational trends and supply of and demand for labour. (T/F)
 - iii) Need for information is fourth in the order of hierarchy of need according to Maslow. (T/F)
 - iv) Information relating to employment opportunities forms part of quantitative type of occupational information. (T/F)
 - v) Occupational Information is immensely useful in counselling process. (T/F)

2. Match the following under 'A' with that of items under 'B'.

A

B

- | | |
|----------------------------|---|
| i) Occupational Monograph | a) Covers various specialization in an occupation. |
| ii) Occupational Brief | b) General information about various phases of an occupation. |
| iii) Occupational Abstract | c) A phase of an occupation |
| iv) Occupational Guide | d) A concise summary of a job. |
| v) Article or Reprint | e) Extensive coverage of all phases of an occupation. |

7.4 CLASSIFICATION AND FILING

You would have understood by this time the modus operandi involved in collecting occupational information. We shall now try to understand the well-defined mechanism of classification and filing of occupational information.



7.4.1 Classifying Occupational Information

Jobs may be classified according to the activities involved such as : selling, teaching, typing etc.

Jobs may be classified according to their function such as : research, finance, manufacturing, distribution, education.

Jobs may be classified according to the product which they produce such as : automobiles, chemicals.

Jobs may be classified according to the employer as : GEC, Bosch, TATA, Railways, etc.

Jobs may be classified according to the expressed interest patterns and measured interest patterns such as: artistic, computational, etc.

Jobs may be classified according to school subjects such as Mathematics, Languages, etc.

Jobs may be classified based on National Classification of Occupations 1968 (NCO) a document that has been published by DGET, Ministry of Labour, New Delhi. You will know more about the same in the coming text.

Advertisements relating to broad fields of occupation, training, apprenticeship, job oriented courses etc. are classified based on Guidance Code Numbers (GCOs) which comprise two components namely interest area and educational level.

7.4.2 Characteristics of a Good Filing System

1. It should provide sufficient space for keeping written and printed documents, clippings from newspapers and magazines, posters, pictures, films, tape-recordings, pamphlets, books and anything else that may contain useful occupational information.
2. It should provide one and only one designated location for each item to be filed so that there may be no confusion about where to file an item or where to find it.
3. It should be easy to use so that all those who use it can find what they want with a minimum of time and effort.
4. It should bring together as many as possible of the materials on any one occupation or industry or employer.
5. It should bring together related occupations or industries or employers.
6. It should provide some means of quickly finding material in books and other publications which describe several different occupations.
7. It should be expandable so that it can grow as collection grows.
8. It should provide for filing and finding related materials such as the results of follow-up studies and community occupation surveys.
9. It should extend its scope by evolving novel methods for collection of occupational information.

7.4.3 National Classification of Occupations 1968

You should be familiar with this term which has been used earlier.

International Labour Organisation (ILO) published a document entitled International Standard Classification of Occupations 1968, based on which Directorate General of Employment and Training (DGET) of Ministry of Labour, New Delhi has published a document entitled 'National Classification of Occupations 1968' (NCO 1968).

NCO 1968 comprises four components namely - Division, Group, Family and Occupation. There are 8 divisions, 95 Groups, 950 Families and around 2500 occupations. A five digit code is used to indicate every occupation by a code number.

For example 151.10 is the code number earmarked for primary teacher thereby implying.

1	–	Division
15	–	Group
151	–	Family
151.10	–	Occupation

In order to understand this system possession of this document is necessary. As many groups as many folders have to be opened and occupational information collected should form part of the said folders so that relevant code numbers can be allotted, filed and maintained in the form of "Easy Filing Cabinet System". It can save lot of time in the event you are conversant with this document by way of going through the same in detail and practice allotting code numbers.

Since then, International Standard Classification of Occupations 1968 has been revised in the form of ISCO 1992 by ILO. Government of India, Ministry of Labour is also getting NCO 1968 revised in the form of NCO 1992, where 6 digit code, attaching importance to skill part is going to come into effect.

NCO 1968 is extensively used in National Employment Service in India which has a network of 888 Employment Exchanges and more in the case of 357 Employment Exchanges where Vocational Guidance Unit are in operation. Infact, whenever employment seekers approach employment exchanges, at first they are registered and each one of them is allotted NCO Code Number, based on educational qualification, experience, training acquired, etc.

7.4.4 Guidance Code Number

Guidance code numbers are allotted to broad categories of occupations. Training, apprenticeship and admission notifications are advertised, based on two-factors, namely - interest area followed by educational level.

In the guidance code number, first interest area code is written, followed by the educational level code. These codes are used in the case of educated freshers and these are not used in the case of occupationally set or semi skilled categories of students or unemployed youth.

The following educational levels are assigned code numbers indicated against them.

Post-Graduate	-	1
Graduate	-	2
PUC/+2	-	3
Matric	-	4
Middle	-	5
Others	-	6

For e.g. 'X' showing interest in the area of teaching and is a graduate is assigned Guidance Code Number 4.2.

'Y' showing interest in the area of Business Contact and is a matriculate is assigned Guidance Code Number 6.4.

The following codes are allotted to interest areas.

Interest Area	Code
Technical	0
Health	1
Scientific	2
Welfare	3
Teaching	4
Clerical	5
Business Contact	6
Manual	7
Literary	8
Artistic	9
Protective	10

The assignment of Guidance Code Number to educated freshers is done with a view to prepare a comprehensive programme from the view point of providing a systematic occupational information.

Check Your Progress

Notes : i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the block.

3. Fill in the blanks with atleast two suitable answers.

i) Jobs may be classified according to the activities such as

.....

ii) Jobs may be classified according to function such as

.....

iii) Jobs may be classified according to the product which they produce such as

.....

iv) Jobs may be classified according to school subjects such as

v) Jobs may be classified according to occupations such as

4. Match the following 'Interest Areas' with that of their relevant code numbers:

Interest Areas	Code Numbers
i) Technical	a) 9
ii) Health	b) 5
iii) Scientific	c) 4
iv) Clerical	d) 8
v) Teaching	e) 1
vi) Manual	f) 0
vii) Welfare	g) 2
viii) Business	h) 7
ix) Literary	i) 3
x) Artistic	j) 6
xi) Protective	k) 10

7.5 UPDATING OCCUPATIONAL INFORMATION

To keep pace with current trends it is desirable to update the already collected information and collect latest information. You have to maintain a master copy at your level wherein you effect changes in the same as and when you notice change in the information either by way of collecting information from individuals, institutions, associations, industries, employers or by way of collecting from publications of different kinds including mass media like Newspapers, Magazines, Radio, TV, etc.

Obsolete occupational information should be weeded out by conducting reviews periodically and your master copy should be updated to provide latest information.



With the advent of computers, you would be able to procure any information asked for immediately by pressing relevant keys. With the networking facility becoming a common feature, the day may not be far when information that is required in any part of the country or Globe can be procured within no time. Another important highlight that would emerge out of this is the need for professionals to develop software in this regard. You need to develop yourself professionally in taking up this challenge.

Activities

1. Collect 15 Wanted advertisements from newspapers and attempt to prepare a note in the context of updating available information.
2. Visit a nearby computer centre and discuss with the head of that centre and acquaint yourself with collection, compilation and updation of data of any kind and relate it to occupational information.

7.6 DISSEMINATION OF OCCUPATIONAL INFORMATION

You are now aware of the strategies that are involved in collection, compilation and updation of occupational information. The modalities involved in dissemination of occupational information are given in the following sections.

7.6.1 Tools

Occupational information is collected and updated using the following as tools :

- a) Career Fiction
- b) Biography
- c) Occupational Monographs
- d) Occupational Brief
- e) Occupational Abstract
- f) Occupational Guide
- g) Job Series
- h) Business and Industrial Descriptive Literature
- i) Occupational and Industrial Descriptive Literature
- j) Recruitment Literature
- k) Posters
- l) Charts
- m) Article or Reprint
- n) Community Surveys, Economic Report or Job Analysis
- o) Audio Visual Aids
- p) Computer

7.6.2 Methods

You may employ any of the following methods to disseminate occupational information.

1. Delivering class talk, career talk, addressing Non-Governmental Organisations, Parent Teacher Associations, Teachers Associations and similar gatherings.
2. Display of career literature of different kinds for the benefit of students, unemployed youth, non-governmental organisations, employers' associations, parents and community members at large.
3. Screening career films on need topics for the benefit of different target groups.
4. Arranging discussions so as to interact with different target groups in the context of placing world of work before them.
5. Conducting Mock Interviews in order to prepare candidates either for admission to specialised courses or for entry in to different occupations.

7.6.3 Activities

You may conduct the following activities in order to disseminate occupational information which you have studied in the unit entitled Unit 4: Group Guidance.

- i) **Class talk:** A talk addressed to students in school/colleges/universities intending to apprise them about 'Planning'.
- ii) **Career talk:** A talk intended to place world of work before a group of students in schools/colleges/universities or unemployed youth in employment exchanges. These talks should be need-based and target oriented.
- iii) **Career Conference:** This is generally intended for students pursuing their studies in classes like X, XII, Final Year Graduation or Final Year Post Graduation.
- iv) **Career Exhibition:** This involves display of career literature for the benefit of students pursuing their studies in High School/Colleges/University.
- v) **Career Film Show:** You may screen films relating to different careers so as to place before a group of students/unemployed youth realities prevailing in a particular occupation or group of occupations.

M/s Wiley Eastern Publishers Ltd., Asaf Ali Road, New Delhi have developed good number of video films on variety of topics in the context of occupational information which are precise and at the same time provide comprehensive information.

- vi) **Career Visit:** You may arrange visits to nearby industrial establishments for a group of students to enable them to access information of variety of occupation, making them observe while employees are on their jobs and at the end to visit seek clarifications from the authorities concerned. You should carefully plan and monitor the entire range of activities starting from students leaving the school for visit till such time they return home safely.

7.6.4 Emerging Trends

You should equip yourself with the strategies which have emerged in the recent past and which would help you to keep pace with current trends.

Some of the strategies are listed below and explained briefly:

- a) Screening of career oriented film, to inform the target groups.
- b) Organisation of career fairs where, apart from display of career literature, experts are available to clarify doubts on the part of those who participate in the fairs.
Oflate these fairs have gained immense importance in view of their relevance to the present day context. They are attracting the attention of different strata of society. Many Corporate Houses are coming forward to sponsor such fairs.
- c) Conducting of Rozgar Bazar/Rozgar Mela implies arranging face-to-face meet between employers and potential employment seekers to provide opportunity to clarify each others point in arriving at consensus about the extent of suitability or otherwise on the part of employment seekers.
- d) Organisation of Entrepreneurial Awareness Camps in order to apprise the potential employment seekers about the existing realities prevailing in the wage-paid labour market and to enable them to have exposure to avenues available in launching their own enterprises in terms of Governmental Schemes, Financial assistance available, Traits that are required to take up self-employment, Managerial inputs that are required and so on.

Check Your Progress

- Notes : i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the block.
5. List any four activities that are conducted to disseminate occupational information.

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7.7 EVALUATION OF OCCUPATIONAL INFORMATION MATERIAL

Evaluation of occupational information material is a continuous process and you should undertake the same periodically so as to improve upon the quality of material.

This can be done by raising relevant issues in terms of When? Where? Who? Why? and How? which have direct bearing upon copy-right date of book/material, geographical limitation, quality of authorship, purpose and modus operandi of collection and presentation of factual information respectively.

The following criteria may be kept in mind while evaluating occupational literature:

7.7.1 Criteria

Occupational literature in terms of comprehensiveness of content, presentation of textual and tabular material, all data should be latest available. Tabular and graphic materials should be accompanied by a well integrated discussion. Tabular material should be set up in proper form.

Text or footnotes should indicate the source of quoted or paraphrased material. Transition between parts of the text should make clear interpretations. Occupations should be presented in their social and economic setting.

7.7.2 Methods Used for Collecting Data

You have to evaluate in terms of what organisation, group or individual sponsored it. Indication of data when material was gathered, bear evidence of methods used in gathering the data, bear evidence to prove findings are validated and tryout with consumers or target groups.

7.7.3 Style and Format

You should see that data of publication is always given and style should be clear, concise and interesting but not too verbose.

Format should be pleasing, attractive and typography reader friendly. A table of contents, index and bibliography should invariably find a place in the publication. Provision for revision should be made when original publication is issued.

Check Your Progress

- Notes :
- Write your answers in the space given below.
 - Compare your answers with those given at the end of the block.
6. Match the aspects indicated under column A with that of meanings indicated under column B.

A	B
i) When?	a) Modus operandi of collection and presentation of facts
ii) Where?	b) Copy right schedule
iii) Who?	c) Geographical limitation
iv) Why?	d) Credentials of authorship
v) How?	e) Purpose and objectives

7.8 MOBILISING RESOURCES FOR SETTING UP OCCUPATIONAL INFORMATION SERVICE PROGRAMME

The resources that are required to organise occupational information service can be broadly classified under three categories namely manpower, material and money.

1. **Manpower:** Apart from harnessing your potentialities as vital manpower resource, you need to mobilise other appropriate individuals and institutions as manpower resources. Community members should be harnessed as resources for conducting different activities under occupational information service programme. Trained guidance personnel, teachers, community members specialised in different areas can also be utilised in the conduct of various activities of occupational information service.
2. **Material:** To set up occupational information service programme, lot of materials are required in the form of publications like Newspapers, Magazines, Periodicals, Journals, Annual Reports, Video Films, Audio Tapes, Television, Video Cassette Recorder, Tape Recorder, Projector, Computers etc. also have to be mobilised for effective dissemination of information.
3. **Money:** This is a crucial input for the effective conduct of various activities in the context of any endeavour and more so in the case of occupational information service programme. In order to mobilise this input you need to bring about awareness among all those who are in a position to make contributions financially. Apart from this you need to make them appreciate the importance of the activities in the context of their own professional development so that the programme becomes need based and sustainable.

Community members with philanthropic mind and non-governmental organisations can come to your rescue in a big way as far as mobilising of this input is concerned.

Target groups like student, youth, parents, teacher, teacher-educators, social workers can be involved in the process of generation of this input.

Publicity measures through Mass Media have to be initiated so that financial, material and manpower contributors on one hand and different target groups on the other hand would effectively involve in the endeavour of development of well articulated occupational information service programme.

7.9 LET US SUM UP

Informational need occupies a significant place in the hierarchy of needs. There are four phases involved in occupational information service namely collection, compilation, updation and dissemination.

Collection of occupational information involves approaching sources such as personal contacts, addressing letters, telephonic contacts, etc.

There are two kinds of sources:

1. Primary Sources – Employer, Employee and Government that regulates
2. Secondary Sources – Publications in different forms.

Compilation of occupational information involves systematic filing of information based on activities, functions, products, employers, expressed interest patterns, measured interest patterns, school subjects, occupations, etc.

Updation of occupational information implies weeding out of obsolete information and effecting changes as and when change results in information in a designated document called master copy, which is required to be maintained by every guidance personnel so as to provide current information to those who seek latest information.

Dissemination of occupational information to different target groups like students, parents, unemployed youth and community members is organised in the form of Class-talk, Career-talk, Career Exhibition, Career Filmshow, Career Fair, Rozgar Mela, Rozgar Bazar, Career Visit, Radio Broadcast, TV Telecast, contributing articles in Newspapers, Magazines, Journals, Periodicals. Schools, Colleges, Universities, Non-Governmental Organisations and Community Centres have to be harnessed as resources so as to reach the target groups.

Mobilising resources of both internal and external kinds have to be carried out in a systematic and planned manner and it should be converted into a sort of movement to the extent that resources get generated, organised and channelised in the form of Human Resource Development. This is possibly achieved by harnessing human, financial and material resources and deriving strategies for the management of the same with governmental and non-governmental support,

resulting out of development of forward and backward linkages among guidance personnel and schools, colleges, universities, non-governmental organisations and community centres and community at large.

7.10 UNIT-END EXERCISES

1. Visit a library in your locality/school/place of work and collect information on various sources of occupational information. Prepare a report.
2. Explain with the help of illustrations any two methods of classification of occupational information with relevant examples taken from a school or library situation?
3. Observe a number of advertisements concerning occupational information and also study the method of updating occupational information. Discuss in brief the method you would like to follow in these situations.
4. Visit a nearby Employment Exchange. Discuss with the employment officer about various vocational guidance activities that he/she conducts for dissemination of occupational information and prepare a report.
5. Collect two Employment News issues one the current and the other a year old. Analyse both the issues in tune with principles of evaluating occupational information material.

